Code # 750
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NEW JERSEY

1999-2000
Guidelines and
Application

BEST

PRACTICES

RECEIVED
NOV 19 1999
ORIGINAL
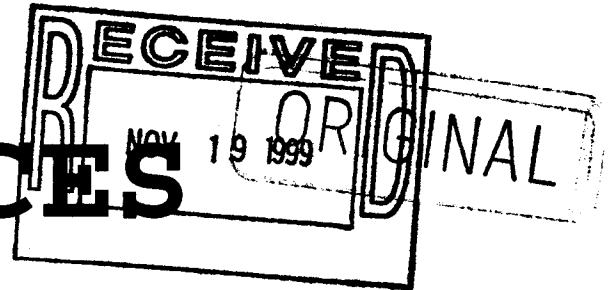
Category	Educational Technology (Application is limited to one category. See page 3 for details.)
Practice Name	Wired Words
Number of Schools with Practice	6 (If more than one school or district, read and complete information on page 2.)

County	Hunterdon
District (Proper Name) District Address	Hunterdon Central Regional High School School District
	84 Route 31
	street/p. o. box Flemington NJ 08822
	city zip code
District Telephone	(908) 782-5727 Fax (908) 788-6745 Email rfarley@hcrhs.k12.nj.us
Chief School Administrator	Mr. Raymond Farley
Nominated School #1 (Proper Name) School Address	Hunterdon Central Regional High School
	84 Route 31
	street/p. o. box Flemington NJ 08822
	city zip code
School Telephone	(908) 782-5727 Fax (908) 788-6745 Email rfarley@hcrhs.k12.nj.us
School Principal	Mrs. Linda Batz
Program Developer(s)	Mrs. Florence McGinn, Mr. D. VanAntwerp, Dr. J. Gray, Dr. R. Par
Chief School Administrator's or Charter School Lead Person's Signature	

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY

Approved: __/__ Yes ____ No   County Superintendent's Signature _____

NEW JERSEY STATE DEPARTMENT OF EDUCATION

Application Requirements:

◆ **RESPONSES to the information and the statements below must be ANONYMOUS.** No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.

◆ **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable) and 4 and THE NUMBER OF LINES SPECIFIED FOR RESPONSES to the statements.** Do not include any additional materials, as they will not be reviewed in the selection process.

◆ Application must be **keyboarded on 8 ½" x 11" white paper, portrait format. Ten-point or larger computer font or twelve-pitch or larger typewriter font** must be used. (This sentence is in ten-point.)

◆ **KEYBOARDED RESPONSES to the statements below must be no more than a total of three pages. Keyboard the statement followed by the response.** Format your response to the number of lines specified.

◆ **The information on page 4 and the keyboarded responses to statements must be printed or copied on one side of the page. The information on pages 1 and 2 (if applicable) must be printed or copied on one side of the page.** Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.

◆ **The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.**

◆ **The original and seven copies of the application** must be submitted to the county superintendent of schools by **November 22, 1999,** with the **Itemized List of District Applications** form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

◆ **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:

Type of School

___	Elementary School
___	Middle School
___	Junior High School
X	High School
___	Other: _____

Grade Levels

9-12

Practice Name _____ Wired Words _____

Number of Schools with Practice ___ 6 ___
Number of Districts with Practice ___ 6 ___

Check the ONE CATEGORY into which the practice best fits.

___ Arts (Visual and Performing Arts)	X Educational Technology	___ Safe Learning Environment
___ Assessment/Evaluation	___ Health and Physical Education	___ School-to-Careers/Workplace Readiness
___ Bilingual Education and Diversity	___ Language Arts Literacy	___ Science
___ Citizenship/Character Education	___ Mathematics	___ Social Studies
___ Early Childhood Education Programs	___ Professional Development	___ Special Education
___ Educational Support/Guidance	___ Public Engagement	___ World Languages
and Counseling Programs	(family involvement and partnerships	
(services contributing to	with business, community and/or	
high student achievement)	higher education)	

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1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. **(Maximum of 50 lines for response)**

2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). **(Maximum of 50 lines for response)**

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. **(Maximum of 60 lines for response)**

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*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at http://www.state.nj.us/education.

NEW JERSEY
BEST PRACTICES
INFORMATION FOR ADDITIONAL SCHOOL(S)

250

If the nominated practice is conducted in more than one *school*, complete the information below for one to thre additional school(s). If the nominated practice is conducted in more than four schools, copy this page an complete the information for all schools. If the nominated practice is included in more than one *district*, copy th cover page, complete the information for the additional district(s) and number the additional district(s) a District #2, District #3, etc. in the District (Proper Name) column.

Nominated School #2 (Proper Name)	Delaware Township School	
School Address	Route 604	
	Street/P.O. Box Sergeantsville, New Jersey	08857
	City	zip code
School Telephone	609-397-3179 FAX: 609-397-0057 E-mail:	
School Principal	Dr. Robert Connelly	
Program Developers	Ms. Beth Hoffman	
Nominated School #3 (Proper Name)	Lambertville Public School	
School Address	200 North Main Street	
	Street/P.O. Box Lambertville, New Jersey	08530
	City	zip code
School Telephone	609-397-0183 FAX: 609-397-4607 E-mail:	
School Principal	Mr. Edward Stoloski	
Program Developers	Mr. Christopher Colt	
Nominated School #4 (Proper Name)		
School Address		
	Street/P.O. Box	
	City	zip code
School Telephone	FAX: E-mail:	
School Principal		
Program Developers		

1. Describe the practice proposed for recognition and list its objectives. Detail how the practice is innovative, how it promotes high student achievement, and how it can be replicated.

This project shatters traditional communication barriers of time and distance. The writing classroom concept is re-imagined to penetrate these greatest barriers to communication. A campus-wide computer network of over 1200 computers, ISDN telephone line, video teleconferencing, e-mail, and electronic chat are interwoven with revolutionary capabilities. Students of multiple grade levels and multiple ability levels are electronically connected. This project connects high school students with university mentors. These high school students then act as mentors to elementary grade students in weekly collaborative learning video teleconferences. Across great distances, professional writers, university mentors and student writers work collaboratively on electronic manuscripts while viewing and hearing each other live via videoconferencing.. The vitality of living communication is empowered by the capabilities of electronic interaction in a re-designed vision of the writing classroom.

This project of interactive, wired words meets classroom and school-wide objectives and Core Curriculum Standards in Language Arts and Workplace Readiness Standards. The practice's objectives are: a) To broaden understanding of the writing process for students and mentors b) To increase the collaborative nature of the writing process c) To improve writing style d) To enhance the depth of analytical and comparative feedback e) To intensify the evaluative depth of revision and editing f) To provide additional resources to students within the school day with balanced financial investment and without time consuming transportation and curriculum disruption. Districts regionalize to share and increase resources; this project initiates a "cyberspace regionalization" to overcome time and distance limitations without legal encumbrances. Improved writing, increased collaborative learning, and broadened individualized learning opportunities drive this project's electronic interactivity of words.

Expanding a student's electronic reach is done in stages. Each stage accelerates electronic interactivity culminating in videoconferencing, complete with live images enhanced by real time audio and electronic manuscripts. Initially, word processing is used within the classroom in collaborative writing activities. Then our campus-wide network is used for a live, electronic chat to expand interaction and feedback. Live, electronic chats link freshmen with junior and senior writers or student editors across campus or around the world. Through electronic chats, students experience writing feedback and establish partnerships which are often extended beyond the school day. Student writers on every level collaborate on manuscripts they have prepared. They collaborate with others students, university mentors and even internationally known professional writers without leaving their classroom. Full, electronic interactivity is achieved with a combination of videoconferencing, e-mail and the Internet. Student manuscripts are loaded onto Intel ProShare electronic notebooks, so student and mentor can collaborate on electronically annotated documents in live, editing sessions without consideration for the distance between university and high school. Real time contact with professional writers from places as far as China has occurred. Through the use of a videocamera system and CallPort speaker/microphone, the voice and video of student writers and university mentors are brought together on the computer screen. During these sessions, shared documents with colorful, electronic editing bring a hot-wired velocity to writing interactions which shatter the traditional classroom's isolation. Students can collaborate on a world-wide basis. They are no longer limited to their immediate location.

This project can be duplicated by schools with limited financial resources. Schools with as few resources as two classrooms with single computer stations can replicate the concept of electronic collaboration. A single computer could be used for collaborative writing and manuscript preparation and then be linked via modem or networking for distance collaboration.

2. Describe the educational needs of students that the practice addresses and how they are identified. List the Core Curriculum including the Cross-Content Workplace Readiness Standards addressed by the practice and describe how the practice addresses the standard(s).

This project meets Language Arts Literacy Standards Items 3.1 through 3.5 by involving students in a variety of speaking, listening, reading, writing, and processing activities. It specifically meets the Cumulative Progress Indicators' final objective #17 which states " Building upon knowledge and skills gained in the preceding grades, by the end of grade 12 students will solve problems using multimedia technology and be able to browse, annotate, link, and elaborate on information in a multimedia database." This project employs high-level thinking, information processing, and electronic interactivity. Additionally, this project addresses Cross-Content Workplace Readiness Standards 1 through 4 in its use of self-management skills, interpersonal skills, and the use of technology tools in a collaborative work environment. Curriculum and Workplace Standards stipulate the need to develop collaborative work abilities, to heighten analytical skills, to sharpen the writing process and product as well as enhance verbal and written communication skills.

This project's pivotal focus on the interactive writing process increases avenues of expression, motivation for intensive revision, and employment of peer and mentor feedback. The project brings positive writing experiences to our writers through the use of technology-assisted, cooperative interactions. Student writers, as well as peer editors, interact to present, analyze, and develop writing manuscripts. Through electronic chats, students receive critical feedback as well as supportive praise from peer editors. In an electronically-assisted interaction, the student writer explains and clarifies techniques and goals, and then, together, the writer and peer editor work to polish and improve the manuscript. Within this electronically creative, cooperative environment, the writer's style, skills, and insights are sharpened. The process is interactive and on-going through the use of campus-based electronic chat followed by e-mail. The interactive, electronic writing process provides student writers with support, analysis, and suggestions for development. The hot wiring of words is a powerful process. It becomes even livelier and more motivating as videoconferencing links our high school to a distant university to bring increased resources and communications to electronic writing interactions. University mentors provide a unique resource to high school writers, for they are more than peers; university mentors provide a collaborative interaction which brings collegial congeniality to the process as well as an informed, experienced intellect.

This unique, broad-based cooperative learning project expands the classroom while involving interaction between individuals of different abilities, different ages, and different school environments. The project addresses collaborative learning in an empowering manner. True to the intent of the Core Curriculum Standards, this projects strives to see children reach their fullest potential by providing a cyberspace learning forum as a supplement to traditional classroom resources and methodologies.

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met.

Involvement in the writing process has increased exponentially at our high school. Student involvement has grown from a handful in our pilot project to over a hundred now. Electronic chat methodology and technology-assisted, collaborative writing techniques have been utilized with freshmen and sophomore classes. Based upon demand, our school initially offered a single, accelerated section in creative writing. As a result of the success of innovative methodologies, student demand generated the need to provide four sections of an accelerated creative writing elective. Hot wiring words by connecting writers has been successful in observable growth measurements: the increase of the editorial staff of our school's cyber-mag from an original 11 student editors to a present staff of 40 student editors, the demand for additional writing labs, the increased enrollment in writing courses, and the increased interest in publication as measured by the increased submissions to our literary publications demonstrated both by sheer volume and the increase in the type and number of features appearing in these publications. Writing is perceived as alive and valuable. Electronic writing archives have been established. The electronic magazine's issues are archived on the campus network and the Internet. Students make their writing products available as resources for other students. These archives of student writing products, reflective of analysis, evaluation, and creativity, can be accessed by computer from any computer station in the school. They are even available from a student's home. By computer and modem, students can access these archives of student-generated writing product and use them as learning resources.

Electronic e mail usage between writers and editors has increased dramatically from an original group of a dozen students involved in editorial e mail to over 100 students currently involved in this project. E mail usage for writing interactions exist between high school students and younger writers as well as university writers.

Videoconferencing activities with live images of the mentor and writer, true time audio interaction, and electronic manuscript annotation tools have provided observable measurements of enhancement to the writing process. Writers' logs as well as a teacher's log reflect palpable excitement and visible learning. By his second, electronic videoconferencing experience, student Dan DiMicco wrote "Overall, a wonderful conference . . . we are both getting better at utilizing all the tools . . . Tom made some excellent suggestions . . . I am going to fine tune the work based on Tom's suggestions." Positive interchange brings about such recognitions as "Now I know symbolism is one of my strengths . . . something I hadn't realized I did so extensively." Teacher's log entries indicated interactions such as "Tom moved Dan toward specifics in language and structure . . . toward "visualizing" not only the elements of the story, but the perspective and needs of the reader." Teacher's log entries show that "classroom observation has already indicated that the mentored students are more intensely involved in revision and polishing and when 'collections' are due, the mentored students seem more at ease collating polished material for teacher evaluation."